**TEAM Educator Observation Form**

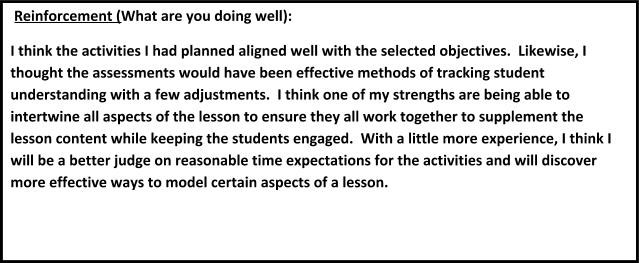
Observer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Announced Unannounced 

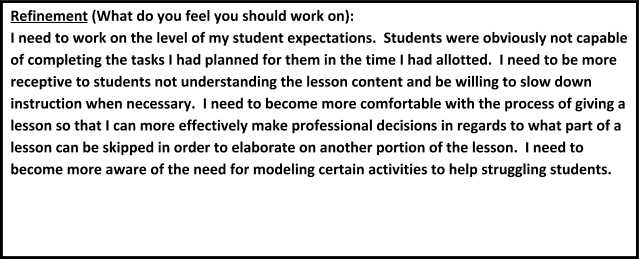
Teacher Observed \_Melissa Poland\_\_\_\_\_

School Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observation Number \_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_/\_\_\_\_/\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Designing and Planning Instruction** | **Score** | **Evidence** |
| Instructional Plans (IP) | 2 | Goals aligned to state content standards; activities aligned to state standards, sequenced from basic to complex; plan is appropriate for the age, however not for the level of student knowledge; plan provides evidence of opportunities to accommodate individual student needs; appropriate time for student work, lesson and unit closure not provided. |
| Student Work (SW) | 2 | Mostly reproduce information; allowed opportunity to support conclusions through writing; content connected to life experiences but did not connect to prior learning |
| Assessment (AS) | 3 | Assessments align with state standards; have measurement criteria; measure student performance in form of multiple choice test and activity performance; require a written task; and include a basis for future performance checks during subsequent lessons. |
| **Learning Environment** | **Score** | **Evidence** |
| Expectations (EX) | 1 | Expectations were high and demanding; failure and/or incorrect answers were not adequately addressed; students demonstrated little pride in the quality of their work. |
| Managing Student Behavior (MSB) | 2 | Students were mostly well-behaved and on task; some disruptions occurred; teacher inadequately used techniques to maintain appropriate student behavior; disruptions occasionally interrupted instruction. |
| Environment (ENV) | 3 | Supplies and resources were gathered in one place and were accessible (under the easel); individual work done at student desks and group work done during the activity on the carpet. |
| Respectful Culture (RC) | 2 | Mostly friendly interactions with no favoritism; students were generally polite with one another; limited elaboration on student opinions and interests; teacher was sometimes abrubt with students |
| **Instruction** | **Score** | **Evidence** |
| Standards and Objectives ((SO) | 1 | No “I Can” statements referenced during the lesson; the lesson presented was not connected to any prior learning; summative assessment was not completed, leaving no demonstration of mastery. |
| Motivating Students (MS) | 2 | The location of the focus of study was local for the students, making the content relevant; discussion based learning experience allowed for exploration and curiosity; praise for following instructions and ‘cub bucks’ rewards (school-wide reward system) were given to those following directions. |
| Presenting Instructional Content (PIC) | 1 | No preview of the lesson; poor modeling by the teacher; lesson contained confusing information |
| Lesson Structure and Pacing ((LS) | 1 | Lesson started promptly; lesson had a beginning, middle and end; pacing was too fast for most learners; distribution of materials was inefficient; time was lost during transitions. |
| Activities and Materials (ACT) | 3 | The interactive map used in this lesson supported the objectives, was engaging for the students, induced suspense and curiosity, and allowed student-to-student interaction; the set incorporated technology that was engaging for students; included resources beyond the school |
| Questioning (QU) | 2 | Questions were somewhat consistent; questions were sometimes sequenced with attention to the instructional goals; wait time is provided for questions; teacher called on volunteers and non-volunteers. |
| Academic Feedback (FEED) | 1 | Verbal feedback was given immediately as applicable; Teacher did a poor job circulating during instructional activities; feedback from students was not used properly to adjust instruction. |
| Grouping Students (GRP) | 2 | Instructional grouping arrangements was effective for learning; Most students in groups knew their roles; few students were held accountable for work; |
| Teacher Content Knowledge (TCK) | 2 | Accurate content knowledge was displayed; subject-specific instructional activities were implemented; key concepts were not connected to other powerful ideas |
| Teacher Knowledge of Students (TKS) | 1 | Poor judgement regarding anticipated learning difficulties; differentiated worksheets provided but not completed during the lesson |
| Thinking (TH) | 2 | Teacher utilized practical thinking; opportunities provided for the generation of ideas. |
| Problem Solving (PS) | 2 | The activity enabled students to use their knowledge of the cardinal directions to draw and justify conclusions about the region they were given; students were able to generate ideas during the introduction and writing assessment. |





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